DOCUMENT RESUME

ED 114 510 CE 005 234

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| AUTHOR | Stewart, James C., Comp. |
| TITLE | Consumer and Homemaking 3-4. Manual for Career Education. |
| INSTITUTION | Knox County Schools, Knoxville, Tenn. |
| REPORT NO | VT-101-992 |
| NOTE | 83p.; For related documents, see CE 005 235-237 |
| EDRS PRICE | MF-$0.76 HC-$4.43 Plus Postage |
| DESCRIPTORS | Activity Units; Career Awareness; *Career Education; Class Activities; *Consumer Education; *Curriculum Guides; *Elementary Education; Grade 3; Grade 4; *Homemaking Education; Integrated Curriculum; Learning Activities; Relevance (Education); Resource Materials |
| IDENTIFIERS | *Knox County Schools; Tennessee (Knox County) |

ABSTRACT

Objectives of the SPICE (School Programs in Career Education) curriculum guides are concerned with the areas of self-concept, dignity of work, constant change in the world of work, and relevance of school to work. The career education curriculum in the volume presents units which may be taught as separate subjects, incorporated into all areas of the existing curriculum, or used as the total curriculum, with texts as references. Each unit contains suggested assignments and activities in math, language arts, science, and art. The consumer and homemaking units for grades 3 and 4 are presented so as to bring about career awareness by exposing the children to various jobs. No attempt is made to learn about workers. A 34-page appendix provides a booklist, instructional materials, and teaching suggestions. (Author/MF)

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# CONSUMER AND HOMEMAKIN 3-4

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CE 005 234

# Manual for Career Education

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Curriculum Guide

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Published by
The Knox County Schools
Knoxville, Tennessee
Mildred E. Doyle, Superintendent

VT-101-992

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The staff of School Programs in Career Education would like to express it's appreciation to the teachers of South Knox County who served on the S.P.I.C.E. Curriculum Revision Committee.

K-1-2

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# FOREWORD

## PHILOSOPHY

The world of work is a dynamic, swiftly changing aspect of modern life. Jobs that are flourishing today may not even exist twelve years from now. Children whose only exposure to career education is from their parents may find themselves left far behind in our competitive, technical age.

The increased change in the job market must be counterbalanced by an increased awareness on the part of students who, heretofore, have waited until their late teens to concern themselves about a career. All education, all school K-12, is a part of the process of building a career.

Students at the middle school level (6, 7, 8) must frequently make course decisions that will affect their future job plans and prospects. In years past students entering this intermediate stage of their educational development had little if any career orientation and direction. Their selection of courses was often erratic and based upon frivolous considerations such as sports, friendships, and popularity. Later in high school many of these students discovered that they had irreversible eliminated many of the most desirable careers because they had not taken school or the future seriously.

Children have, for some years, looked upon work with mixed feelings. Many have come to see work as a necessary evil which may eventually be eliminated. Work as a way of life needs a better image. There is not only monetary reward in work but there is also fulfillment and satisfaction. There must be re-created in children a true respect for work as well as an appreciation for a job well done, regardless of the type of work. Children must come to see that there is dignity in all work.

## GENERAL OBJECTIVES

To integrate career education concepts into the existing elementary curriculum K-6 in order that students may broaden their knowledge and understanding of careers and develop a true appreciation and understanding of themselves - their abilities, limitations and attitudes, as these relate to a future career.

## SPECIFIC OBJECTIVES

### Self-Concept

1. To help each student develop the ability to assess himself - his abilities, ambitions, and prejudices, as they relate to a career.
2. To help each student see himself as important and necessary to the community.

3. To help each student appreciate his abilities regardless of the career to which they may relate.

4. To help each student realize that getting along with other people is the key to a successful career and that this comes by first accepting himself.

Dignity of Work

1. To help students develop an appreciation for work and for the dignity of any job well done.

2. To help students realize that all work is important and necessary.

3. To help students know and accept the fact that workers work for many different rewards and satisfactions and that money isn't necessarily the most important objective.

4. To help students understand that any productive worker is to be respected.

Change is Constant in Careers

1. To help students think of the world of work as changing. To help them understand that some jobs are eliminated and that others are created by change.

2. To help students appreciate the many new jobs that have been created by technology and social change.

3. To help students plan for a world of change where they may be retrained many times

Relevance of School to Work

1. To help students relate school to work and realize that school helps now and will also help to prepare for the future.

2. To help students understand that school attendance is a part of the process of developing self-concepts and learning to get along with others.

3. To help students understand that basic skills such as reading, writing, spelling, math, and speech are skills which have a high carry-over value where jobs and careers are concerned.

4. To help students recognize that a career must be built slowly and that the school is the best framework within which a career may be built.

5. To help students understand that the gaining of much knowledge about jobs and themselves is an important part of the process of choosing a career.

The Curriculum

The career education curriculum here presented is developed in such a way as to give the teacher maximum flexibility. Each unit may be an adjunct to the existing curriculum. This is to say, it may be taught as a separate subject. On the other hand, the teacher, if she so desires, may incorporate aspects of career education into all areas of her curriculum, including math, language arts, and science. At the most comprehensive level, the teacher may use the S.P.I.C.E. units as her total curriculum, with texts as references. Each unit contains suggested assignments and activities in math, language arts, science, and art.

The units are prepared for multigrade or nongraded classrooms as well as the self-contained classroom. Units are developed in three blocks: K-1-2, 3-4, 5-6. The teacher may use as much or as little of a unit as she sees fit, depending upon the capacity and interest of the class. Supplementary materials are contained in the resource kit which accompanies each unit guide. Additional help and materials may be obtained through the project coordinators. The coordinators will assist the teacher in planning her unit, utilizing materials, acquiring additional materials, obtaining resource persons, and aiding to some extent with classroom activities.

The curriculum guide is given as an outline of what might be done in teaching about a particular job cluster. The teacher should feel free to supplement, alter, or replace any teaching technique or suggested activity with those of her own. The teacher should also feel free to acquire and to use additional materials not contained in the resource kit.

## The Teacher

Career education does not represent a new subject. Many teachers have taught career education for years without giving it a name. Career education is any education which attempts to help the child find himself, his abilities, and his ambitions, as well as to teach him something about the world of work and what life is like there - in the real world - outside the classroom - where he must live most of his life.

The only change that need take place in the teacher is a change in emphasis. Instead of simply teaching children to read or write or do math, teach them the purpose in learning these skills. Help them see how these skills are related to later school years and beyond that to a career.

The good career education teacher has other attributes which are always a part of a good teacher, such as understanding and a concern for children. This, at the elementary level, may be called guidance. In practice it means patience; it means letting children discover themselves in a way that will be acceptable to them; it means helping each child feel proud of his abilities without feeling inferior because of those he does not possess. It means making a child feel pride in any job or career that interests him; and it means developing among her pupils an appreciation for all kinds of work and for all kinds of people.

| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|

I. Concept: There are many careers in the consumer and homemaking cluster.

A. Children at the third and fourth grade levels are not familiar with many of the jobs in the consumer and homemaking cluster. The title of the cluster seems to suggest many jobs; however, without a better understanding of the cluster, most students will not be able to name many of the workers.

Naming or memorizing the names of jobs is not the purpose of this concept. It is felt that such efforts would not be of much benefit and could demoralize the children and cause them to lose interest. Awareness is what the teacher is attempting to bring about. Awareness means that the student is exposed to various jobs, but no attempt is made to learn about workers. It is felt that the student will learn much by listening to resource speakers, by role-playing, and by doing hands-on activities.

1. The teacher might begin the unit with a discussion of the consumer and homemaking cluster and what it means.

   a. Who is a consumer and homemaking worker?

   b. Do these workers work in stores? Where do they work?

   c. Do workers in consumer and homemaking produce goods or services or both?

   d. Do these workers need much education?

2. Present the following chart to the students and let them attempt to pick out the consumer and homemaking workers. Let students prepare this chart on a piece of posterboard

This exposure, it is felt, will help the student formulate his ideas, interests and abilities into a career choice at a later date. The only test for career education is whether or not the student becomes successfully established in a career.

1. Barber
2. Caterer
3. Doctor
4. Baker
5. Mechanic
6. Dressmaker
7. Lawyer
8. Maid
9. Cook
10. Waitress
11. Day care worker
12. Pilot
13. Welder
14. Policeman
15. Veterinarian
16. Seamstress
17. Nursery school worker
18. Plumber
19. Secretary
20. Home lighting decorator
21. School principal
22. Announcer
23. Cameraman
24. Wardrobe specialist
25. Foster mother
26. Food product tester
27. Roofer
28. Bricklayer
29. Machinist
30. Ball player
31. Minister
32. Dentist
33. Kitchen supervisor

The circled jobs are consumer and homemaking careers.

| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|
| B. Once students begin to understand the nature of the consumer and homemaking cluster, they will begin to relate workers to this cluster more readily. There are a good many different job titles in consumer and homemaking, yet the students will probably not have much trouble understanding what these workers do since most of the consumer and homemaking careers relate to the home where the student will have many of these duties within his own experiences. | 3. The teacher could now give the students several of the job titles for consumer and homemaking and let them see if they can guess what these workers do.<br><br>a. Nursemaid<br>b. Foster mother<br>c. Child care attendant (school)<br>d. Kindergarten teacher<br>e. Kindergarten aide<br>f. Day care worker<br>g. Laundress<br>h. Clothing management specialist<br>i. Wardrobe specialist (motion pictures)<br>j. Dresser (motion picture--amusement)<br>k. Nursery school worker<br>l. Wardrobe mistress (movies--amusement)<br>m. Dressmaker<br>n. Food product tester | |

| SCOPE | ACTIVITIES | RESOURCES |
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| C. The information on the Job-Card has been adapted from the DICTIONARY OF OCCUPATIONAL TITLES. The vocabulary should be such that third and fourth graders can read the cards. If the student encounters difficulties, the teacher can help. | It is suggested that the teacher use the Activity Kit # 1 entitled JOBS IN CONSUMER AND HOMEMAKING at this point. In the folder are cards on which are described the various jobs in the consumer and homemaking cluster. Each student could take one job-card and prepare to report to the class orally on the duties of the worker described on his card.<br><br>SAMPLE<br><br>CATERER<br><br>Plans details of menu with client and gives directions to people serving food at a party or special event.<br><br>The caterer must get certain information from the client, such as time and place of the event, type of food desired, number of guests, cost, etc. The caterer directs those serving, arranges the room, and makes arrangements for entertainment. | Check with your S.P.I.C.E. co-ordinator for this folder Kit # 1. |

| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|
| D. One of the primary objectives of career education is to help students see the importance of many different types of jobs. Once the importance of a job is presented to students by a resource person or parent, that job will remain important to them. | 4. The teacher should check to see if any student has a parent involved in an occupation of the consumer and homemaking cluster. To give each child recognition and to make him feel proud of his parent's occupation, the teacher might prepare a PARENT JOB CHART for her room. | |
| E. All children should be helped to feel pride in their parents' jobs whatever they are. | | |

SAMPLE

PARENT JOB CHART

| | | |
|---|---|---|
| Health | Marine Science | Fine Arts and Humanities |
| | | |
| Public Service | Personal Service | Transportation |
| | Bob<br>Mary | Linda<br>Bill |
| Environment | Construction | Consumer and Homemaking |
| | | |
| Business and Office | Communication and Media | Agri-Business |
| | | |

This chart could be left up all year, and the child's name could be placed on the chart under the cluster where his parent is employed. If both parents work, the child's name might be on the chart twice.

| SCOPE | ACTIVITIES | RESOURCES |
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| | | The Parent Job Chart could be made on a piece of posterboard. The child's name could be written on with a magic marker, or a slit could be cut in each slot and a card with the child's name could be placed in the slot. |

| SCOPE | ACTIVITIES | RESOURCES |
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II. **Concept: The home is important in preparing for a career in consumer and homemaking.**

As the students will be able to see by looking at the job descriptions that were studied under the previous concept, most of the jobs in consumer and homemaking are closely related to skills and abilities learned in the home.

1. Role-Playing and Activities

To see how jobs in consumer and homemaking are related to the home, students could select one of the consumer and homemaking jobs and list all the things about the job that could be learned in the home.

For example:

CATERER

Things learned at home:

1. How to cook
2. How to set a table
3. How to arrange a room
4. How to serve food
5. How to take orders
6. How to clear a table
7. How to decorate a room for a special occasion

This could be the same job that the student chose to explore earlier. However, students should be allowed to change jobs if they so desire.

| SCOPE | ACTIVITIES | RESOURCES |
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| | With this job survey card as a source of information, the student could prepare an activity to present to the class. This could be a project or skit. Students may work together in small groups, helping each other with projects or skits.<br><br>For example, the student who selects Catering could show the class:<br><br>a. How to set a table<br>b. How to arrange a room<br>c. How to serve food<br>d. When and how to clean a table<br>e. How to arrange for entertainment<br><br>A table and other needed materials could be provided jointly by the teacher, students involved and others in the class who might volunteer to bring materials. | |

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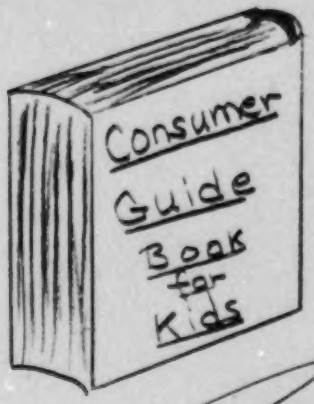


Other activities of this type that might be carried out are listed below:

a. Shopping list--Look at local newspaper and make a list of all the good grocery buys of the week or of all the good furniture and appliance buys.

b. Consumer's guidebook--In this book select certain items that are bought frequently, such as peanut butter, bread, and milk, and indicate which brand name is the best bargain pricewise.

c. Family meal--Plan a meal for the family. Have the student plan the meal in cooperation with his mother and then with his mother's help prepare and serve the meal to his family. Bring a report on the event and the family's reaction.

d. Fashion model--Practice being a fashion model. With three other students work out a fashion show. Have one student read off information about each new style being presented. The other two students could model certain outfits in fashion

| SCOPE | ACTIVITIES | RESOURCES |
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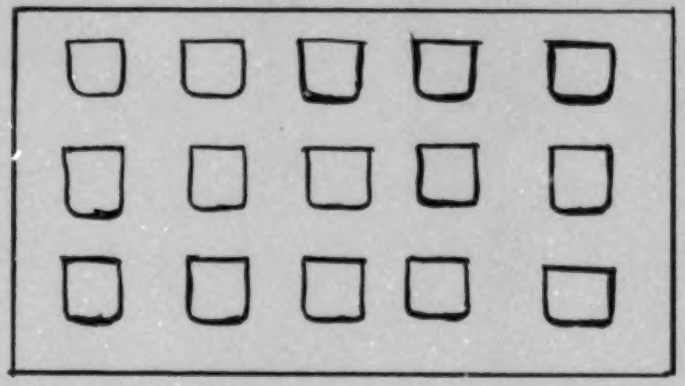
| | show procedure where another model is always ready to come out. | For the convenience of the teacher S.P.I.C.E. has a folder containing samples of each item and instructions for setting up a bank. |
| | e. Banking--Let several students work together and set up a bank. Each student could be helped to begin a checking or savings account. Sample forms for applying for a checking and savings account could be obtained from a local bank. Samples of checks could also be obtained from a local bank. These forms could be run off on ditto. The bank itself could be a piece of heavy cardboard with library card pocket pasted to it. | |
| Library Card Pocket  | | Have enough pockets for each student. |
| | | Financial resource person, Mr. Kemp Fain of the Financial Service Corporation, speaks on "How Your Money Works." |
| | | 588-6544 |

In each pocket could be placed the student's application forms, a record of money deposited and withdrawn, play money, and cancelled checks.

Students could be given a certain amount of play money which they could deposit in checking or savings. Students could write checks representing expenditures and could withdraw or add to savings.

f. Grocery store--Let several students set up a grocery store. This could be done with empty cereal boxes, cans, etc.

Check with Mrs. Amaryllis S. Deaton at New Hopewell School. She has done the grocery store. 577-4545

g. Taxes--Let one or two students do a study of how much taxes we pay when we shop - sales tax, luxury tax. Indicate where sales taxes go.

| SCOPE | ACTIVITIES | RESOURCES |
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h. Loans--Let students gather information on making loans. From a local bank they could get the necessary forms for setting up loans. The students could simply lend so much play money with so much to be repaid. Students are not yet old enough to understand interest rates and types of loans, but they could lend five dollars with six to be repaid. The teacher can decide how far into the subject to go. A guest speaker from a bank could talk to the class about borrowing money.

i. Dressmaking--The student presents to the class a dress pattern and explains how the dress is cut out according to the pattern. If possible, the student cuts out a dress for the class and then brings the dress to show the other students after it has been completed.

| SCOPE | ACTIVITIES | RESOURCES |
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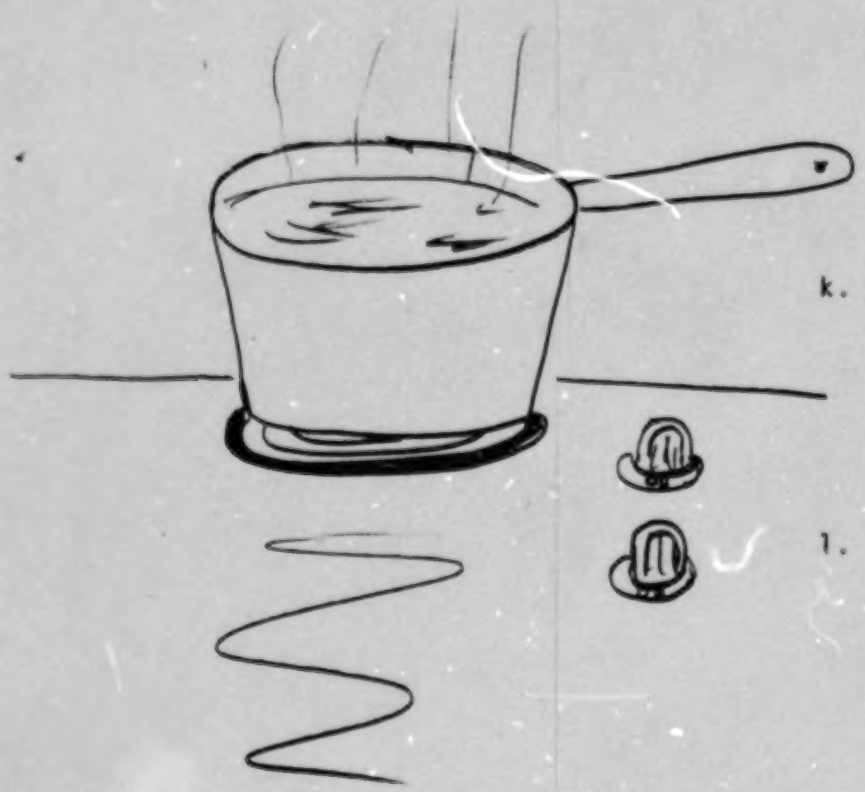
|  | j. Cooking--The student brings ingredients for a particular dish. The student following the recipe, mixes all ingredients. The student or teacher could contact the school cafeteria and obtain permission to cook or bake the dish prepared. The student might be able to obtain certain kitchen utensils such as pans, mixer, etc. Otherwise, the student or the teacher will need to bring these items. A cake or cookies would be suggested dishes.<br><br>k. Setting table--The student would need to secure silverware, dishes, napkins, glasses, tablecloth, and other materials needed for the demonstration.<br><br>l. Serving--This could be done in conjunction with the table setting activity above. Once the table is set, another student could demonstrate the proper way to serve. | Knoxville Utility Board provides resource people for homemaking:<br><br>1. Mrs. Ellen Monroe<br>2. Mrs. Ann Dooley<br>3. Linda Cruze<br>4. Becky Davis<br><br>Teacher should contact Mrs. Monroe at 524-2911.<br><br>Tom Milligan is the KUB resource person for Home Safety. 524-2911 Ext. 471 |

| SCOPE | ACTIVITIES | RESOURCES |
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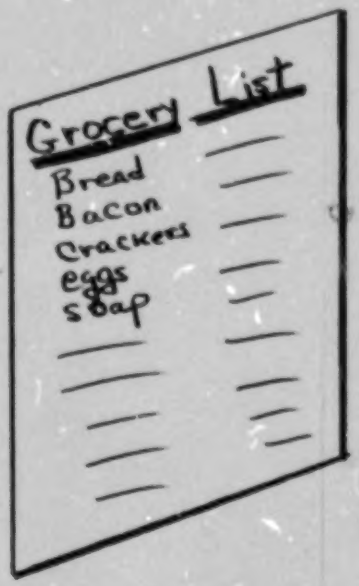
|  | m. Budgeting--The student is given $900 to budget for the month. The following expenditures are known:<br><br>House $190<br>Car payment 95<br>Washer-dryer 80<br>Lessons 25<br>Doctor 35<br>Insurance 60<br>Utilities 50<br>$535<br><br>The remainder of the pay check must be divided among the following:<br><br>Food<br>Clothing<br>Recreation<br>Travel<br>Saving<br><br>The student assumes that this is his own family and must divide this amount for four weeks.<br><br>n. Interior decorating--Student uses materials from the kit prepared by S.P.I.C.E. to show how interior decorating works. | Mrs. Katherine Greenwood, State Department Representative for Home Economics, could be contacted for a resource person at 525-7307 2111 Terrace Avenue, Knoxville. |



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| SCOPE | ACTIVITIES | RESOURCES |
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The kit includes excerpts from BETTER HOMES AND GARDENS and other brochures on decorating, samples of vinyl, paint color chart for interior paints, and samples of carpeting.

o. Mail-ordering--Student uses Sears or other catalogue and makes out order. The student then duplicates this on a piece of posterboard and shows class how to make out an order blank.

p. Feeding baby--Student uses doll as baby. High chair and samples of baby food such as Gerber's are needed.

Students explain how much baby can eat, how fast to feed him, how to burp baby after feeding, how to hold baby when feeding to protect neck and head, etc.

Miss Willa Selvey, Kindergarten expert for Knox County Schools, could talk about child care.

| SCOPE | ACTIVITIES | RESOURCES |
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| | q. Clothes care--Student explains how to hang clothes properly, how to brush and mend certain types of fabrics, how to wash certain delicate fabrics, which fabrics can be washed and which must be dry cleaned, how to protect clothes from mildew, etc. | Fashion director as resource person: Sears, Mrs. Karen Henry. 546-8111, Ext. 216.<br><br>Miller's fashion coordinator, Marcie Papa. 524-4040. |
| | r. Shopping--Student is given $50 with instructions to purchase groceries for a family of five for a week. The student will check specials in papers and at local grocery stores before deciding how to spend the $50. The student should present to the class a list of all items purchased and the amount of taxes for the total. The student should also have papers to show students where information came from. | |

| SCOPE | ACTIVITIES | RESOURCES |
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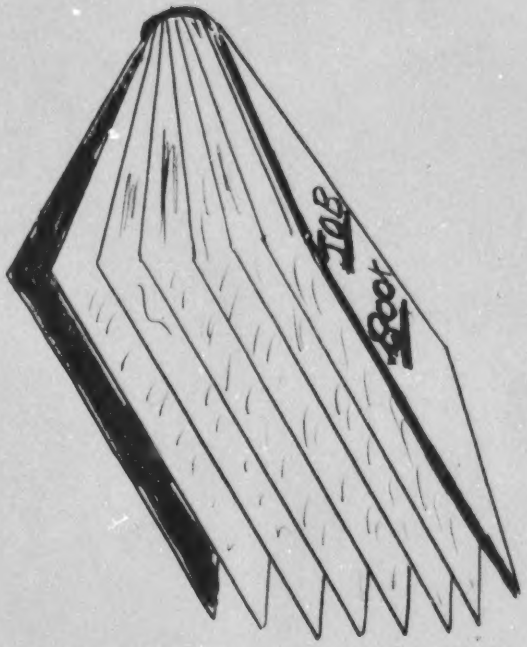
| Supplementary Activity<br><br>Let each student keep a journal of his or her work activity at home. List every job and how well you did it. Indicate how much you like or dislike each job. | s. Homemaking--The student prepares information for the class on how the home is Protected from germs, how best to attack housekeeping, tips on hygiene, etc. | Dr. Robert Preston Hornsby talks on the following:<br><br>A Hypoallergic Home<br>Asthma<br>Drug Hazards<br>Health Hazards (Stinging Insects)<br>Health Hazards (Mites in Your House)<br>Health Hazards (Molds Inside and Out)<br>Poisonous Plants<br>Pros and Cons of Family Pets<br>Your Allergic Child<br><br>Call: 546-2946 (8'X6'X4' display) |
| | t. Baby-sitting--This should be done by a student who has had experience baby-sitting. If no third or fourth grader has had this experience, perhaps a fifth or sixth grader could be a resource person and recount his or her experiences as a baby-sitter. This is essentially a part of | |




child care which should be the theme of the talk

2. MY JOB BOOK

Each child could make his own job book. In it he could record his feelings about various jobs in consumer and homemaking. He could tell what he has learned from the various activities. This could include a list of his abilities, skills, interests, likes, dislikes, the worker in consumer and homemaking that he would rather be and why, a self-assessment entitled "The Person I Am," art work, creative writing, and any other work he has done on this cluster.

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| SCOPE | ACTIVITIES | RESOURCES |
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III. **Concept: The school plays a vital role in preparing workers for careers in consumer and homemaking.**

A. Even though students can gain much of the background needed for consumer and homemaking occupations at home, they cannot secure most of these jobs without certain educational requirements. A good many of the jobs can be entered into with a high school diploma with very little additional education. Among these jobs are nursemaid, housekeeper, maid, laundress, nursery school worker, kindergarten aide, foster mother, dressmaker, seamstress, caterer's helper, food products tester, slipcover cutter, slipcover seamstress, etc.

Several other jobs, on the other hand, require a college degree: Home economics teacher, home economics supervisor at the county or state level, fashion coordinator, home economist, home demonstration agent, home service director (KUB), youth coordinator (Miller's).

1. The students may want to follow up on the job or jobs that interested them from the beginning and find out how the job or jobs relate to school. The following are questions that could be answered:

   a. How much education is needed for the job? Elementary, high school, college.

   b. How much specialized training can be obtained in high school?

   c. How much can be gained in private, trade, or proprietary schools?

   d. How much can be obtained in college?

   e. What are the skills that a caterer must begin to learn in elementary school?

## Make a Chart

A Caterer Must Be Able To:

1. Read
2. Write
3. Speak
4. Listen
5. Do math
6. Understand directions
7. Others

B. The teacher should help students see that the skills they are learning in school, such as language arts, math, science, social studies, etc., are the same ones used by workers on the job. Many students do not see this connection and later, in the middle school years, drop out of school to look for a job. The teacher can help students see that school is a part of preparing for a career and that many of the skills they are learning are needed in all jobs.

Create an example for each of the above:

Telephone Call

Customer: Mr. Caterer, I want to have a banquet for one hundred people, Friday, November 11, at the Sherator Hotel. Can you give me an estimate?

What are the skills that the caterer will need in order to fill this order?

Telephone Order

Customer: Mrs. Dressmaker, my daughter is getting married December 26. I want to order a wedding dress for her that will cost about $200. Can you do the job?

What are the skills she will need?

2. To make it clear to the students that practical skills learned at home are not enough for most jobs in consumer and homemaking, the teacher could conduct the following experiment by setting up two stations.

   a. At one station have practical skills.

      (1) Sweeping
      (2) Sewing
      (3) Washing
      (4) Mopping
      (5) Setting table

| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|
| C. The point should make itself. For mental skills there is primarily one place to learn them and that is at school. The teacher should stress the importance of what the students already know in the way of mental skills. Many jobs require no more mental skills than the students already have; however, most good jobs require more skills which they will acquire as they continue through school. Dropping out of school cuts a student off from the development of these mental skills. For most people mental skills never advance much beyond their last year of formal education. | b. At the other station have mental skills:<br>(1) Receiving a food order to be written down by caterer (The teacher could have the order on cassette tape.)<br>(2) Writing a grocery list (also on tape)<br>(3) Telling others about a particular job which includes written information about hours, income, vacation, benefits (on tape)<br>(4) Vocabulary words related to various consumer and homemaking jobs to spell (words on tape)<br>(5) Filling out check<br>(6) Applying for a loan by completing form<br>(7) Making grocery list (from tape) | |

| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|

(8) Budgeting--Give the student an amount of money and several bills. He must pay the bills and budget the remaining money for living for a month.

c. Let each student do one or two of each type of skill. Bring the students together for discussion.

(1) Which jobs were easier?

(2) Which ones could you do with no help?

(3) Where did you need help? Why?

(4) If you were on a job, would you be doing things like reading, writing, spelling, etc.?

(5) How many jobs can you think of where you would need none of these mental skills?

| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|

IV. **Concept: Individuals of differing abilities can find a place in the consumer and homemaking cluster.**

V. **Concept: Specialization leads to interdependency among workers in the consumer and homemaking cluster.**

A. Although the jobs in the consumer and homemaking cluster are of a wide variety, these workers often work together as a team to do certain jobs. For example, a family planning a wedding and reception may call on the following consumer and homemaking workers to help with the arrangements:

1. Caterer--prepare food and entertainment for the reception

2. Laundress--prepare clothing and linen for the wedding and reception

3. Nursery maid--take care of the children during the wedding and reception

1. The students should have little difficulty seeing the concept of specialization of the workers in the wedding that has been described.

   The students might like to list the specific skills of each.

   They might think of additional workers to add to the list. This would certainly be so if we take the newly-married couple and follow them into housekeeping.

2. The interdependency of all these workers might be explored.

| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|
| 4. Wardrobe specialist--help pick out a wedding dress pattern<br><br>5. Dressmaker--make the wedding dress<br><br>6. Dresser--help the bride get dressed on her wedding day<br><br>7. Cook--prepare meals for family during the day or help caterer<br><br>8. Caterer's helper--help the caterer<br><br>Each of these workers has a specialty, but in this one endeavor all of them work cooperatively. | Let the students answer these questions:<br><br>a. How are these workers depending upon each other to make the wedding a success?<br><br>b. What are some of the things these workers are doing for each other?<br><br>Example:<br><br>(1) Nursemaid keeps children out of the kitchen and other parts of the house where preparations are in progress.<br><br>(2) The caterer is dependent upon his helpers to do their jobs. He is also dependent upon the laundress to have linens ready, the cook to have foods ready on time, the wardrobe specialist, dressmaker, and dresser to do their work on time so that the reception will take place as scheduled. | |

Otherwise he loses money.

(3) The dressmaker must wait for the wardrobe specialist to help select a pattern.

(4) The dresser must wait until the dressmaker gets the dress finished.

3. The students might point out ways these various workers might help each other in order to keep things on schedule.

   a. For example, the caterer might help arrange the room. He might help prepare or serve the food; he might help clear the table and clean up to speed the operation.

   b. Let the students find others.

4. The students might like to stage the wedding as a skit. This would give them a chance to show how these interrelationships work.

| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|

VI. **Concept:** A career in consumer and homemaking affects a worker's total way of life.

VII. **Concept:** Supply and demand help determine career choices in the consumer and homemaking cluster.

A. Workers take jobs for different reasons; however, the choice is usually geared to the goals the worker has set for himself. Some workers want to be rich, to live in fine homes, to drive expensive cars and to belong to exclusive clubs.

In order to do this, they **must have high incomes**, which means working their way up to executive positions, continuing their education until a doctorate or law degree is earned, or going into lucrative business for themselves.

All these approaches to wealth and success share several things in common.

1. They require many, many extra hours of work away from home and family.

1. The teacher can present to the students the two types of workers here described and let the students tell what they think about each one. This would be an excellent subject for a class meeting.

The teacher might ask several leading questions to promote discussion:

a. Which worker is happier?

b. How do you measure happiness?

c. Are rich people always happy?

d. Are poor people always happy?

e. Why would you want to live in an expensive home?

2. They require a considerable outlay of money.

3. They require considerable sacrifice of time and energy.

4. They require putting off things like vacations, travel, expensive homes, cars, etc. until the person is established.

5. Once established, most of the jobs require a high degree of professional competency in order to compete successfully with others in the business.

6. Once established, they continue to make heavy demands upon the person's free time and energy since often these jobs are round-the-clock jobs requiring a person to perform at any hour of the night or day.

f. Why would you want to drive an expensive car?

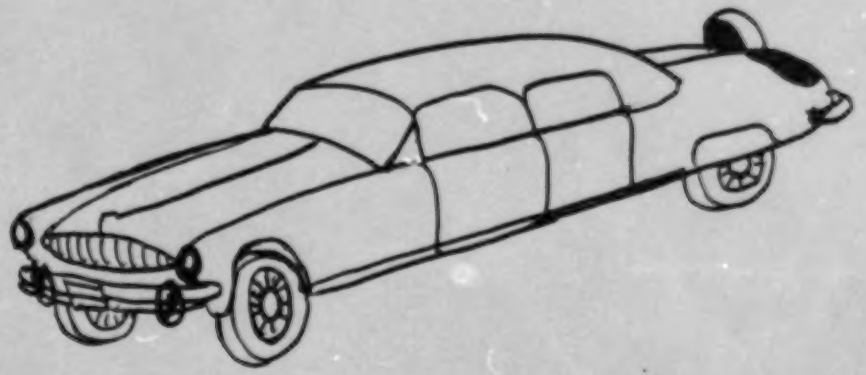
g. Why would a lower-paying job be better?

h. What are some things money can't buy?

i. What are five reasons why a consumer and homemaking worker might feel proud of his career?

j. What are some disadvantages of being poor?

k. What are some of the disadvantages of being rich?



| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|

B. Another worker may be far more concerned about living comfortably but not lavishly, having a house that is sufficient but not extravagant, driving a car that gets him there but not luxuriously. This worker may place more importance upon having an adequate but secure income, upon spending free time with the family, upon having a low stress factor and upon enjoying his family and having modest friends.

C. Both types of jobs offer certain advantages and disadvantages. The first group has wealth but must make great personal sacrifices and live most of their lives under extreme pressure. The second group is less wealthy, less well-known, makes fewer personal sacrifices, has a lower-paying but secure job and lives under minimum pressure.

Let the students vote secretly on which of the two workers they would rather be.

2. The teacher might be able to get across the concept of supply and demand as it relates to the consumer and homemaking cluster by asking the following questions:

   a. If the new Wankle engine becomes popular, is it possible that some workers may lose their jobs or have to be retrained?

   b. Why is it unlikely that most consumer and homemaking workers will never have to be completely retrained?

   c. Why will there always be jobs for workers in consumer and homemaking?

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| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|

d. What is the demand for consumer and homemaking jobs? Where does it come from?

e. Will this demand be likely to change?

f. Why are jobs in consumer and homemaking secure?

3. Let students call the Employment Securities Office (546-1260) and find out what sort of demand there is for jobs in consumer and homemaking?

4. In Knoxville there are other private employment offices which the class might check.

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| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|

VIII. **Concept: Workers in consumer and homemaking produce both goods and services.**

Most jobs in consumer and homemaking are jobs that are centered around service. Some, however, produce goods.

1. The students could survey the jobs in consumer and homemaking listed in the Appendix to see which ones produce services, which produce goods and which do both.

2. The teacher could make three columns on the chalkboard or posterboard.

| SERVICES | GOODS | SERVICES & GOODS |
|---|---|---|
| Nurse-maid | Dress-maker | Seamstress<br>Caterer |

3. The students could make a game called "Goods and Services." Have a list of the consumer and homemaking jobs listed in the Appendix. Divide the class into two teams. Let them take each job in the list and attempt to place it correctly in one of the three columns. The team placing the most jobs correctly wins.

The consumer and homemaking jobs in the Appendix indicate Service, Goods, Service and Goods.

| SCOPE | ACTIVITIES | RESOURCES |
|---|---|---|

4. Students might like to invite a resource person from the local area to talk to the class about jobs in consumer and homemaking.

   a. How many students go into these jobs each year?

   b. How much of their training do they get in high school?

   c. How much do they get after leaving high school?

   d. Which jobs in consumer and homemaking are high school students prepared for upon graduating?

5. Mr. Walter E. McMillan, Job Placement Coordinator for Knox County Schools, could probably provide information on the number of requests for workers in the field of homemaking and consumer education received in our area. He could also give some estimate of the number of high school graduates going into these jobs.

Mr. McMillan could probably provide the names of some graduates that have been placed in these jobs. If any student knows or is related to one of these recent high school graduates, jobs in consumer and homemaking will take on a new meaning.

6. How hard are jobs in consumer and homemaking?

   a. Do these workers work inside or outside?

   b. Do they work with their hands?

   c. Do they use their minds a lot?

   d. Do they stand up or sit down most of the time?

   e. How much education do they need?

   f. Is their work wet or dry or both?

   g. Which worker has the job you like best?

| SCOPE | ACTIVITIES | RESOURCES |
| --- | --- | --- |
| | Each child might take the job that he began with earlier in the unit to see how these questions apply.<br><br>A chart could be made showing this information for all jobs.<br><br>Sample on next page. | |

| JOB | SCHOOL | WHERE | HOW | HARD-EASY |
|---|---|---|---|---|
| | | | | |
| Caterer | | | | |
| Maid | | | | |
| Fashion Model | | | | |
| | | | | |
| | School<br><br>Elementary<br>High School<br>Trade School<br>College | Where<br><br>Outside<br>Inside<br>Wet<br>Noisy<br>Quiet | How<br><br>Standing<br>Sitting<br>Thinking<br>Working | Hard-Easy<br><br>Hard Work<br>Hard Thinking<br>Not So Hard Work<br>Not So Hard Thinking |

| SCOPE | ACTIVITIES | RESOURCES |
| --- | --- | --- |
| | The chart would be completed by pasting the appropriate symbol from the key on the chart across from the job as in the sample.<br><br>The students should be allowed to do this. Before each symbol is pasted on, the teacher could discuss it with the students.<br><br>Does a caterer work inside or outside? Do we all know what a caterer does? (If not, review this for the students).<br><br>a. Does a caterer lift heavy things?<br><br>b. What does he lift?<br><br>c. Is a caterer going to get wet doing his job? He might. Why?<br><br>d. Does a caterer go to school a lot of years? No, he may but that isn't necessary.<br><br>e. Does a caterer work hard? (Sometimes but not all the time).<br><br>f. Does a caterer need to think a lot as a teacher or doctor does? (No) | These symbols the size needed for a standard posterboard are included in the Appendix. They may be cut out by students. |

# APPENDIX

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CONSUMER AND HOMEMAKING
3 - 4

BOOK LIST

| | |
|---|---|
| Adler, Irving | Fibers |
| Alexander, Arthur | The Hidden You |
| Ames, Gerald | Food and Life |
| Andry, Andrew | Hi, New Baby |
| Arnold, Paulene | Food Facts for Young People |
| Aylesworth, Thomas | It Works like This |
| Banks, Marjorie | How We Get Our Dairy Foods |
| Barr, Donald | How and Why Wonder Book of Building |
| Barr, Jene | What Can Money Do? |
| Beck, Barbara | Vegetables |
| Beim, Jerrold | Tim and the Tool Chest |
| Bendick, Jeanne | The First Book of Supermarkets |
| Berry, Erich | Eating and Cooking Around the World |
| Better Homes & Gardens | Better Homes & Gardens Decorating Book |
| Black, Algernon | The First Book of Ethics |
| Boydorr, John | The Wonderful World of Food |
| Breetveld, Jim | Getting to Know United Nations Crusaders |
| Buck, Pearl | Welcome Child |
| Buehr, Walter | Bread: The Staff of Life |

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| | |
|---|---|
| Buehr, Walter | Cloth from Fiber to Fabric |
| Buehr, Walter | Food from Farm to Home |
| Callahan, Dorothy | The Great Nutrition Puzzle |
| Carson, Byrta | How You Look and Dress |
| Carter, Phyllis | The Story of Cloth |
| Checroun, Natalie | Pull Up a Chair |
| Clayton, Nanalee | Young Living |
| Colonius, Lelliun | At the Bakery |
| Cooney | It's Up to You |
| DeSantis, Mallen | Bubble Baths and Hair Bows |
| Dow, Emily | Brooms, Buttons and Beaux |
| Eberle, Irmengarde | The World of Fabrics |
| Evans, Eva | People Are Important |
| Evans, Eva | All About Us |
| Felson | Letters to a Teenage Son |
| Floethe, Louise | The Farmer and His Cows |
| Georgior, Constantine | Whitey and Whiskers and Food |
| Glassner, Sherwin | How the American Economic System Functions |
| Glynne | The American Girl Beauty Book |
| Goldenson, Robert | All About the Human Mind |

| | |
|---|---|
| Graham, Ada | Great American Shopping Cart |
| Gruenberg, Benjamin | Your Breakfast and the People Who Made It |
| Hammond, Winifred | Cotton: From Farm to Market |
| Hammond, Winifred | Plants: Food and People |
| Hastings, Evelyn | At the Dairy |
| Helfman, Elizabeth | This Hungry World |
| Henriod, Lorraine | I Know a Grocer |
| Hiroch, S. | Fourscore and More |
| Hoffman, Peggy | Sew Easy |
| Hollos, Clara | The Story of Your Coat |
| Hurd, Edith | Come with Me to Nursery School |
| Jackson, Kathryn | Homes Around the World |
| Johnson, Lois | What We Eat |
| Jubelier, Ruth | Jill's Check-up |
| Jupo, Frank | Nothing to Wear but Clothes |
| Katzoff, Betty | Cathy's First School |
| Kenworthy, Leonard | Three Billion Neighbors |
| Leaf, Munro | Manners to Grow On |
| Lent, Henry | Men at Work in the South |

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| | |
|---|---|
| Lerner, Marguerite | Michael Gets the Measles |
| Lerner, Marguerite | Who Do You Think You Are? |
| Lewinton, Mina | Faces Looking Up |
| Liang, Yen | The Skyscraper |
| Lowenherz, Robert | Population |
| Maginley, C.J. | Historic Models of Early America |
| Maher, John | Ideas About Choosing |
| Martin, Lealon | Conquest of Disease |
| Meeks, Esther | Families Live Together |
| McDonald, Barbara | Casserole Cooking Fun |
| McDonald, Barbara | Cooking Fun |
| Neghbert, Ester | The True Story of Cloth |
| Neigoff, Anne | Dinner's Ready |
| Neurath, Marie | Many Foods |
| Newcomb, Ellsworth | Miracle Fabrics |
| New York Herald Tribune | Young America's Cookbook |
| Perkins, Wilma | The Fannie Farmer Junior Cookbook |
| Perl, Lila | Red-Flannel Hash and Shoo-Fly Pie |
| Petersham, Maud | Lets Learn About Silk |
| Petersham, Maud | The Story Book of Things We Wear |

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| | |
|---|---|
| Fitt, Valerie | Let's Find Out About the Family |
| Post, Elizabeth | The Emily Post Book of Etiquette for Young People |
| Provus | How Families Live Together |
| Radlauer | What Is a Community? |
| Riedman, Sarah | Food for People |
| Roberts | Where Time Stood Still |
| Rogers, Matilda | The First Book of Cotton |
| Romano, Louis | This Is a Department Store |
| Rosenbaum | Economics of the Consumer |
| Rosenbaum | How a Market Economy Works |
| Rossomando, Frederic | Earning Money |
| Scheib, Ida | The First Book of Food |
| Schloat, Warren | Milk for You |
| Schloat, Warren | The Wonderful Egg |
| Schneider, Herman | Everyday Machines and How They Work |
| Shannon, Terry | About Food and Where It Comes From |
| Smardige, Norah | Looking at You |
| Speiser, Jean | UNICEF and the World |
| Stanek | How People Live in the Big City |
| Stanek, Muriel | How People Live in the Suburbs |

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| | |
|---|---|
| Symons, Arthur | Fix-It Book |
| Vogel, Ray | The Other City |
| Waller, Leslie | Clothing |
| Whitney, David | Let's Find Our About Milk |
| Wilkinson, Jean | Come to Work with Us in a Hotel |
| Young, Dot | Dot Young's Sewing Book |
| Young, Marjabelle | Stand Up, Shake Hands, Say "How Do You Do?" |
| Zim, Herbert | Things Around the House |
| Zim, Herbert | Your Food and You |

S.P.I.C.E. BOOK LIST

1. I Want to Be a Baker
2. I Want to Be a Waitress
3. About Cheese
4. About Food and Where It Comes From
5. About Salt

## RESOURCE PEOPLE

Mr. Kemp Fain
Financial Service Corporation
588-6544

Mrs. Amaryllis S. Deaton
New Hopewell School

Mrs. Ellen Monroe
KUB
524-2911

Miss Ann Dooley
KUB
524-2911

Linda Cruze
KUB
524-2911

Becky Davis
KUB
524-2911

Mr. Tom Milligan
KUB
524-2911

Mrs. Katherine Greenwood
Regional Supervisor
Home Economic Education
525-7307

Miss Willa Selvey
Elementary Supervisor
Knox County Schools

Marcie Papa
Youth Coordinator
Miller's Department Store
524-4040

Karen Henry
Fashion Coordinator
Sears
546-8111 Ext. 216

Mr. Walter McMillan
Job Placement Coordinator
Knox County Schools

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## FILM LIST

1. Buying and Selling
2. Inflation and You
3. Money
4. Money and Government
5. Money and Panic
6. Money Goes to Work
7. Our Money System
8. State and Local Taxes
9. Too Little Spending
10. At Home in the Evening
11. Brothers and Sisters
12. Family Fun
13. Getting Ready for Bed
14. Getting Ready for School
15. Growing Up
16. Helping Mother
17. Keeping Busy
18. Our Family to the Rescue
19. Food from the Sun
20. Food Store
21. Fruit (Food for Us)
22. Getting Food Ready for Market
23. Keeping Food from Spoiling
24. Kinds of Food
25. Marvelous Peanut
26. Milk
27. Production of Food
28. Story of Food
29. Sugar Through the Ages
30. Vegetables (Food for Us)
31. What's in Our Food?
32. Where Food Comes From
33. Buttonholes (Sewing Series)
34. Buying Food Wisely
35. Cooking Terms (Cooking Series)
36. Cotton Fabrics (Consumer Education)
37. Finishing Touches (Sewing Series)
38. Getting Acquainted (Child Care)
39. How to Cook Meat by Dry Heat
40. How to Cook Meat by Moist Heat

41. Keeping Children Happy (Child Care)

42. Keeping Children Safe (Child Care)

43. Materials (Sewing Series)

44. Measuring Accurately (Cooking Series)

45. Planning Meals (Cooking Series)

46. Rayon Fabrics (Consumer Education)

47. Retail Store (Consumer Education)

48. Safety in the Kitchen (Cooking Series)

49. Seams (Sewing Series)

50. Select Your Style (Consumer Education)

51. Serving Meals (Cooking Series)

52. Sleeves and Necklines (Sewing Series)

53. Slide Fasteners (Sewing Series)

54. Special Daytime Problems (Child Care)

55. Sterling Silver on Your Table

56. Storing Food (Cooking Series)

57. Using Your Pattern (Sewing Series)

58. Wool (Clothing and Shelter)

59. Wool Fabrics (Consumer Education)

60. Eskimo Family (Families Around the World)

61. Family of Brazil (Families Around the World)

62. Family of Central Asia (Families of Other Lands)

63. Family of Guatemala (Families Around the World)

64. Family of India (Families of Other Lands)

65. Family of Israel (Families Around the World)

66. Family of Jamaica (Families of Other Lands)

67. Family of Jordon (Families Around the World)

68. Family of Mexico (Families Around the World)

69. Family of Scotland (Families Around the World)

70. Family of Spain (Families Around the World)

71. Family of West Germany (Families of Other Lands)

72. Family of Yugoslavia (Families Around the World)

73. Getting Along with Your Brothers and Sisters (Family Living)

74. Is There a Typical Family? (Family Living)

75. Parents Are People Too (Family Living)

## BULLETIN BOARD IDEAS

1. A bulletin board made up of pictures of tempting dishes. (Cut from old magazines)
2. Pictures of tools and products used in housekeeping. (Cut from old magazines)
3. Let each student draw and color a picture of himself as a consumer or homemaking worker to be placed on the bulletin board.
4. Place samples of creative writing on bulletin board.
5. Put up poster showing names of parents involved in consumer and homemaking and what their jobs are. Pictures of each worker could be cut from magazines and placed beside each job.
6. Pictures cut from magazines of families doing various things at home.
7. A large picture of a worker (three feet tall) with captions explaining what he or she does.
8. Make a bulletin board using the labels from various foods or household products.
9. Using newspapers make a bulletin board of the best bargains of the week.
10. Bulletin board of suggestions for applying for a job.
11. Picture of person properly dressed contrasted with picture of person improperly dressed.
12. Bulletin board using Charlie Brown as a cartoon character for career education. The caption could be some of the concepts used for career education or self-concept.
13. Bulletin board made up of cartoons from the book of cartoons from S.P.I.C.E.

Nursemaid

Foster mother

Child-care attendant (school)

Kindergarten teacher

Day care worker

Laundress

Clothing management specialist

Wardrobe specialist worker (motion picture)

Dresser (amusement and recreation)

Nursery school teacher

Wardrobe mistress (amusement and recreation)

Wardrobe attendant (amusement and recreation)

Dressmaker

Seamstress

Garment examiner

Garment inspector

Costumer (motion pictures)

Caterer

Director (school lunch program)

Manager (cafeteria or lunchroom)

Food products tester

Plant hostess (for bakery products)

Cook

Kitchen supervisor (hotel or restaurant)

Head cook (school)

Food service supervisor

Caterer helper

Home-lighting demonstrator

Home service representative

Home-lighting adviser (light, heat, power)

Slipcover cutter (house or car)

Hand sewer

Drapery operator

Slipcover seamstress

House mother (private school or college)

Executive housekeeper

Management aide

Home demonstration agent

Inspectress (hotel or restaurant)

Maid (motel, hotel, home)

Maid (hospital)

## S.P.I.C.E. UNIT CHECKLIST

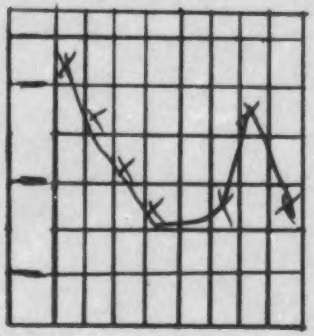
Below check the column ✓ that best expresses the degree to which you have taught the specific concepts set forth in your career education manuals:

| | Very Little | Some | Extensively |
|---|---|---|---|
| 1. Integrated career education into the total curriculum. | | | |
| 2. Helped students recognize their abilities, ambitions, and limitations as they relate to a career. | | | |
| 3. Helped each student see himself as important and necessary. | | | |
| 4. Helped students develop an appreciation for all jobs. | | | |
| 5. Helped students understand why work is desirable. | | | |
| 6. Helped students understand why work is necessary. | | | |
| 7. Helped students understand the changing nature of the world of work. | | | |
| 8. Helped students relate their school work to the world of work outside the classroom. | | | |
| 9. Helped students see the importance of getting along with others. | | | |
| 10. Helped students participate in hands-on activities that broaden their knowledge and increase their awareness of jobs. | | | |

## Chart of Abilities

To complete this evaluation on each student at the end of the year, mark an x in the appropriate boxes and join them with a straight line.

Sample:



Student's Name _____

| | Decision Making | Manual Skills | Planning and Organization Skills | Creativity and Inventive Skills | Academic Skills | Self-Concept | Career Maturity | Artistic Ability |
|---|---|---|---|---|---|---|---|---|
| Excellent | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Average | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Poor | | | | | | | | |

To be placed in the CR-2 folder

## EVALUATION

1. Students will know ten different jobs in consumer and homemaking.
2. Students will be able to name six practical skills that can be learned at home.
3. Students will be able to list five skills which can be learned only in school.
4. Students will list two consumer and homemaking jobs which require no education, two that require a high school diploma, and two that require a college degree.
5. Students will list four ways specialization leads to interdependency among workers in consumer and homemaking.
6. Students will list six ways a person's life is affected by his career.
7. Students will list three ways supply and demand determine how many workers will be needed for any job.
8. Students will name two jobs in consumer and homemaking that produce goods and four that produce services.

## THOUGHTS PERTINENT TO APPLYING FOR A JOB

The Employer Wants to Hear:

1. That you can handle the job.

2. That you are willing to work with him.

3. That you will be there every morning at the time agreed upon. That you will, in return for a full day's pay, demonstrate you have earned that pay.

SUGGESTIONS:

4. If any unforeseen event prevents your appearance upon the job, let your employer know well in advance. Never leave him wondering where you are.

5. Do not be negative. Be POSITIVE in your approach and anything you tell the employer during the interview.

6. The employer would rather hear of your successes than failures. Don't leave anything of a negative nature with him to mull over in your absence.

7. Never tell him you haven't had any experience for the job you are applying for.

8. Dress sensibly and neatly and, above all, be clean and fresh-smelling. Take a bath the morning before the interview and have clean sweet-smelling clothes ready to put on. If possible, use an underarm deodorant. However, don't overdo it. Never overpower a prospective employer with strong perfumes, after-shave lotions, etc.

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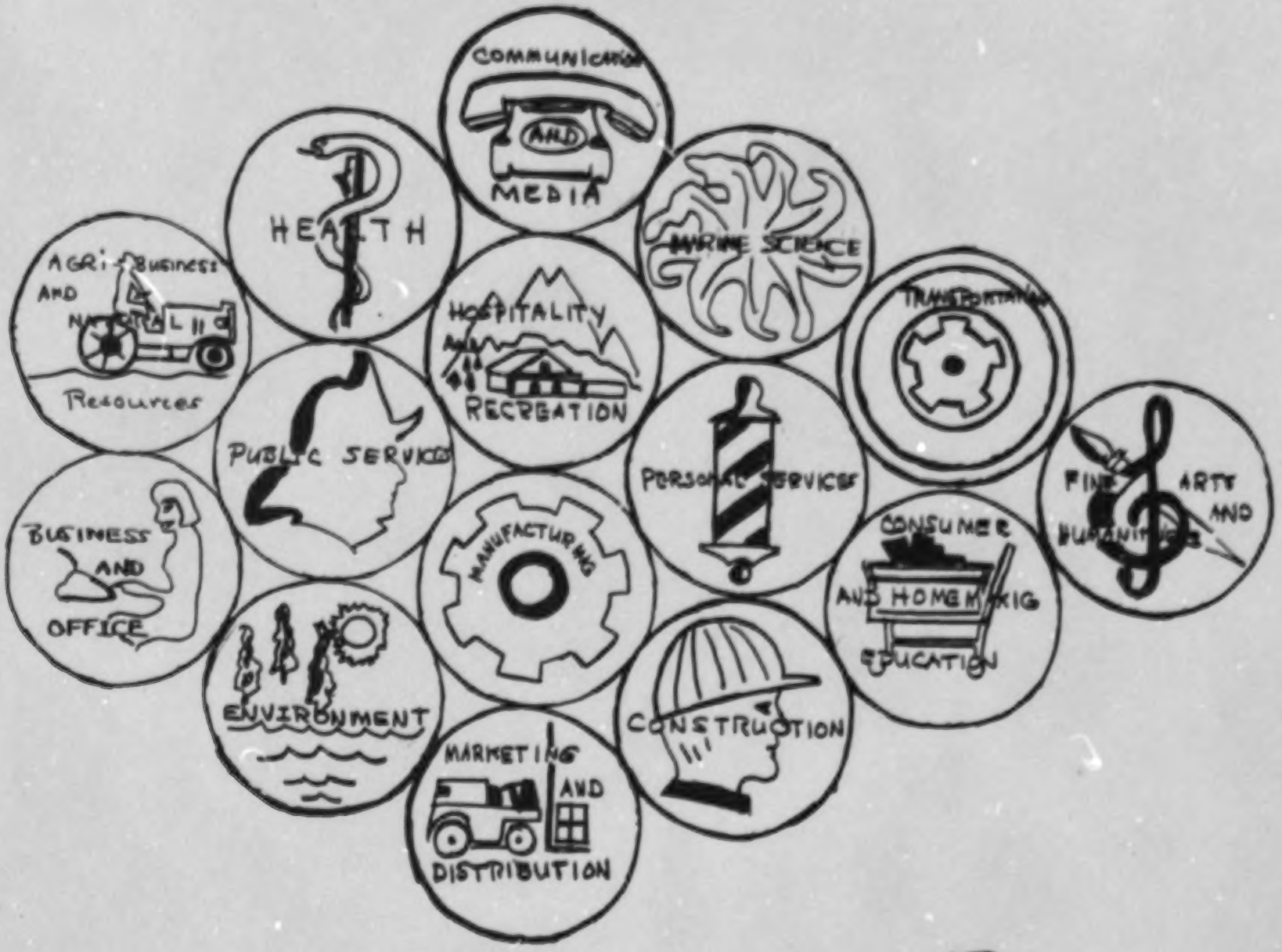
9. Above all, be a good listener. Leave him with the feeling you would be an excellent employee to have around his organization, that you would be easy to get along with and can take advice and criticism and are not too radical. You cannot tell him you won't get a haircut (if your hair is girl-length and you are a boy), and he has to give you a job. It is his prerogative to select the people he wants to fill the job because it is his organization and he wants it that way. If you refuse to conform to rules and regulations and requirements for a particular job, there are plenty of employers who will not give you a chance.

10. Are you interested in the job for which you are applying? No employer wants to hear you say, "I'll try it for a few days." Employers are looking for people who will stay with them. They want employees who are seeking permanent jobs and who will be a credit to the organization.

11. Are you looking for a "job"? Or are you looking for "work"? Do you know how to spell "work"? Too many people are looking for a "job" and not enough for "work"!!! "Work" implies to an employer that you are ready to tackle anything he has to offer and that you are willing to tackle it. The people who are looking for a "job" say they are hired to type and not to file...or hired to bus tables, not to sweep and mop floors...etc. People who want to "work" will find things to keep them busy and productive.


COMMUNICATIONS
AND
MEDIA
HEALTH
MARINE SCIENCE
AGRI-BUSINESS
AND
NATURAL
Resources
HOSPITALITY
AND
RECREATION
PUBLIC SERVICES
PERSONAL SERVICES
FINE ARTS
AND
BUSINESS
AND
OFFICE
MANUFACTURING
CONSUMER
AND HOMEMAKING
EDUCATION
ENVIRONMENT
CONSTRUCTION
MARKETING
AND
DISTRIBUTION

MATH

1. Students could become more familiar with different types of measurements:

   a. Liquid measures - pint, quart, half-gallon, gallon. The students could begin to learn the metric system of measures - liter, grames, cubic centimeter, etc.
   b. The class could examine many kitchen utinsels to determine how much each one holds: Measuring cup, measuring spoons, a pinch, etc.
   c. The class could compare these measurements to the metric system.
   d. Measuring length - inches, feet, yards. The class could measure many things in the classroom in feet and inches and then transfer this to the metric system. The girls could practice measuring cloth for making clothes.

2. The students could practice making budgets. The students could practice the four basic mathematic skills - adding, subtracting, dividing, and multiplying - by working out the monthly income on a weekly basis, subtracting expenditures from the total, dividing the monthly or weekly income into four and seven equal parts respectively, by multiplying regular daily expenditures, such as milk, lunches, etc. by the days in the week or the days of the month. They could determine these expenditures on a yearly basis.

3. The students could study the cost of living and calculate the effect on the family budget of the increased cost of certain commodities, such as the monthly and yearly cost increases of these commodities at various prices to determine the change in expenditures.

4. The class could study the increased cost of living as it pertains to all aspects of family life: clothes, rent or house payment, taxes, telephone, utilities, lessons, school, lunches, gas, car repairs. The class could put all of this together with the grocery bill and determine the increased cost of living over one, two or three years back. They could also determine the effect this increase has had on fixed incomes.

5. The class could study temperatures as they relate to cooking. This could involve reading a thermometer used for cooking purposes.

6. The class could study house temperatures and the effect of weather upon these temperatures at various times of the year.

7. The students could study the cost of going to school. This would include such things as bus tickets, gas for the family car, books, paper, pencils, notebooks, lunches, clothes, trips, lessons, instruments, special materials, gym clothes, etc.

8. The students could study the cost of medical care for the family: doctor, dentist, optomistrist, orthodonist, etc.

LANGUAGE ARTS

1. Students could practice writing budgets or copying receipts.

2. The students could practice writing rhymes or jingles such as the ones used in commercials and advertisements to sell food, soap, etc.

3. The teacher could read books relating to consumer and homemaking. Check pages 4]-46 of the appendix.

4. The teacher could have the students describe certain feelings, smells, sensations, etc. around their houses. They could describe the smell or taste of food, their favorite dishes, sleeping in their rooms, things they enjoy doing at home, etc.

5. The students could write their feelings about homelife: bedtime, allowance, visitors, little brothers or sisters, work baby-sitting, etc.

6. The students could study labels for current vocabulary.

7. The students could show how slang words become accepted through commercials.

8. The students could make a list of new terms used for things around the house. Money - bread, t.v. = the tube, likes - bag, etc.

9. The class could do creative writing relating to life at home. Sister-brother relations, parent-child relations, family-neighbor relations, etc.

SCIENCE

1. The class could study the labels on different food containers to see what additives have been added to the food. The class could gather information about these additives.

2. The class could study the problems of dieting and reducing. They could gather information from current magazines, such as Reader's Digest, Family Circle, Better Homes and Gardens, Time, Newsweek, newspapers, etc., about reducing and the different methods used: drugs, dieting, exercise, etc. The effect of these methods on the body is in the area of science.

3. The students could study tooth care which would include a study of decay and how it happens, gum diseases and the effect on the teeth, tooth decay and other related body ailments, the effect of tooth polishes and pastes on the teeth, different types of tooth brushes and their effect on the teeth.

4. The class could study different types of food and how they decay. Various fruits or vegetables could be left exposed to determine which decays first, etc.

5. The class could study the effect of heat, light, moisture, dryness, darkness, etc. upon different types of materials used in clothing - or food.

6. The class could experiment with different types of material as they are affected by soaps, bleaches, oils, stains, etc.

7. The class could experiment with the effect of wear upon different types of cloth.

ART

1. The class could practice drawing labels for food, soap, etc.

2. The class can attempt to draw family members.

3. The class could visit a supermarket and then draw plans showing how they would improve its design.

4. The class could practice designing kitchens and arranging appliances, tables, counters, stools, cabinets, etc.

5. The students could smell certain foods and represent this aroma in abstract art work.

6. Let the students draw their own home and represent the family members in it.

7. Some students might like to make a model representation of their home from cardboard.

8. Let the class build a large cardboard model of a house and decorate it with scraps of carpets, vinyl, etc. from various decorator shops.

9. Let the class draw designs for vinyl or carpeting.

10. Let the students take carpet or vinyl scraps and make collages.

11. Let the students draw pictures representing certain dishes that they like.

12. Let the class gather cloth scraps and make collages.

13. Let them draw people or objects and glue pieces of cloth, vinyl, cloth and other materials on to represent each part.

14. Let students melt crayons on wax paper and cover with another piece of wax paper to make stained glass windows. These may be made the size of a window pane and later placed in the window.

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SOCIAL STUDIES

1. Let the students talk about the home and how it is changing. The students can decide whether or not they think these trends are good.

2. Let the students examine the meals people eat today and compare them to the way people ate 20 years ago.

3. Let them examine fashions today as compared to a few years ago. What do clothes tell us about a person?

4. Let the class discuss jobs at home and how they feel about working.

5. Let students discuss jobs in consumer and homemaking (check the list on page 52-53) and see how they feel about them.

6. The class could discuss the availability of these jobs in their own area.

7. Let the students discuss the change brought about in many of these jobs due to new inventions.

8. Let the students discuss home life as it is affected by a society that is constantly moving: those leaving the community and those remaining in the community as others move in.

Vocabulary Words for
Consumer and Homemaking
3-4

Vocabulary Study - Let the students use the words provided in this vocabulary list, plus additional words they can think of and make their own Consumer and Homemaking Dictionary. In order to make a dictionary the students will need to carry out the following tasks:

1. Arrange all words alphabetically.
2. Look up meanings of words that are not well-known and write a definition for each word.
3. Draw pictures to illustrate words where possible.
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The following books available at the Knox County Materials Center were used as resource books in compiling this vocabulary.

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7. Blend in
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102. Apricot
103. Tomatoes
104. Pastry
105. Frosting
106. Lime
107. Coleslaw
108. Maple

109. Cobbler
110. Scrambled egg
111. Poached egg
112. Tuna loaf
113. Fritters
114. Prunes
115. Rabbit
116. Squirrel
117. Green beans
118. Spinach
119. Mustard greens
120. Marmalade
121. Corned beef hash
122. Frankfurter
123. Pumpkin
124. Squash
125. Stuffing
126. Deviled eggs
127. Pinwheel
128. Brunch
129. Consommé
130. Lima beans
131. Split pea soup
132. Broccoli
133. Brussel sprouts
134. Cauliflower
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109. Cobbler
110. Scrambled egg
111. Poached egg
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113. Fritters
114. Prunes
115. Rabbit
116. Squirrel
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